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ABSTRACT

The Kentucky student follow-up system was studied to identify the current status of follow-up activities in business and office education and marketing and distributive education; to identify the impact of follow-up data on these programs; to identify program components for which detailed follow-up can provide information to assist in program improvement; and to identify specific improvements in technical knowledge and work attitudes where employers and/or students indicate a need for improvement. To perform the investigation, researchers decided to select 10 percent of Kentucky business and office and marketing and distribution programs and interview, over a one-year period, their graduates and the respective teachers and employers. It was found that the various regions of the state do not handle the gathering of follow-up data in a standardized way. It was also found that there is a distinct difference between direct-operated programs and reimbursed programs with reference to the follow-up system activities. Direct-operated programs are more knowledgeable about the system and take it more seriously. Cost was a discouraging factor in the gathering of follow-up data, and negative attitudes were also identified as factors that impeded the follow-up program. Those persons who used the information gained through the follow-up program primarily used it to justify funding and planning rather than for program improvement. It was recommended that all regions use the same procedures in collecting and disseminating the follow-up data; that both direct-operated and reimbursed programs meet the same standards for follow-up; that the state aid in the cost of the program; that all vocational teachers receive inservice education on the importance and use of the follow-up system; and that the information generated by the follow-up program be used for program improvement. (KC)

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FINAL REPORT

RESEARCH; DETAILED AND SELECTIVE FOLLOW-UP OF STUDENTS FOR IMPROVEMENT OF PROGRAMS/PROGRAM COMPONENTS

in

BUSINESS & OFFICE EDUCATION
and
MARKETING & DISTRIBUTIVE EDUCATION

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CHAPTER I

Introduction

Vocational education planners need valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students. The work world is changing dramatically - whirlwind changes in materials, equipment, design; number of personnel required to do the work; the location of opportunities; obsolescent jobs requiring potential retraining markets, hiring policies and regulatory agencies - these are but a few impacts being felt by business, industry, service and private communities. The educational programs which will prepare future workers must take these phenomena into account. Increasing numbers of students are participating in vocational training; staffs must be increased as well as kept up-to-date; equipment must be adequate, current and maintained properly; support personnel must be available to assist students in their career planning, selection and follow through; time to plan and implement programs must be allotted; and money to operate needed programs must be made available. In order to accomplish this, evidence must be gathered to prove that the extra expenditure will result in preparing better qualified employees that are demanded by the work community. No longer can the vocational student complete school without having well-defined levels of competencies and without being given assistance for entry into the job market. Each must be provided opportunities to select employment within an indentified perimeter of aspiration and competency.

The Kentucky Vocational Education Placement and Follow-up System provides data relating to placement, student assessment, and employer satisfaction for vocational programs. In it, employers of former vocational education students are asked to rate several factors relating to technical knowledge and work attitude as "acceptable" or "needs improvement." Likewise, former students are asked to provide comments about their school and program in order to provide for program improvement.

The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is an extremely effective means of measuring the success of one program or of the state-wide vocational system. If a teacher, school or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

Student follow-up data must also be utilized in the process of teacher self-evaluation and instructional methods and means evaluation. Each teacher must continually evaluate the method of presentation, course content, visual aids, etc. Student follow-up data is again the most feasible means of achieving this end.

The Purposes of Student Follow-Up are:

(1) Justification for continuation or modification of existing programs or implementation of new ones.

(2) Evaluation of existing instructional methods and providing an input source for improvement in order to update and maintain relevant vocational training programs.

Follow-Up Data Can Be Used by the Following Groups in These Ways:

(1) **School Administrators** - The school administrator must be involved in program planning at the local level, thus data derived from student follow-up will be a vital factor in the decision-making process. Data accumulated from prior years may be utilized in detecting trends which influence school policy and physical management.

(2) **Planning Personnel** - Administrators at the state department, regional and local levels must concern themselves with the results of former student follow-up when preparing new programs and/or new budgets for existing programs. Curriculum planning and course content must be measured and adjusted to meet the local employment demands. Former student follow-up data is an extremely vital instrument in this process.

(3) **Guidance Counselors** - Follow-up data is of the utmost importance to the role of the vocational guidance counselor. Information must be readily available when counseling with a potential student in the selection of an area of study. Previous job placement records within a training area will always be a critical factor when a potential student is deciding on a vocation or trade.

(4) **Teacher Educator** - The quality of vocational education is highly dependent on the teacher educator's ability to produce competent teachers. Reference data must be readily available when one assumes responsibility of developing

a curriculum for the preparation of vocational teachers. There cannot be a more vital source of curriculum development reference data than that derived from studies of the results of former programs. The relevance can be exemplified by the fact that when it is revealed that a particular program has a low success rating, while the manpower demand factor indicates a need for skilled workers in the occupation, adjustments are mandatory from the teacher education program to the instructional program, course content and methodology.

(5) **Teacher** - The teacher in any vocational area must utilize the data derived from follow-up of former students when planning adjustment of the curriculum and/or course content. The teacher is responsible for producing a product currently in demand by the business and industrial community. Former student follow-up is the most feasible means of establishing guidelines sufficient for maintenance of an instructional program designed to meet the labor force needs of the local community.

(6) **Reporting Personnel** - Specific personnel are delegated the responsiblity of reporting on the function and effectiveness of the agency. An example is the annual Vocational Education Data System (VEDS) report whereby former student follow-up data must be utilized.

The Objectives for the Kentucky Follow-Up System are:

(1) To provide valid data sufficient for reporting purposes.

(2) To provide an instrument for evaluation of the instructional process and the physical plant relative to maintaining a quality of training acceptable by the local employment community.

(3) To provide for a means of collection and dissemination of data designed to enable the teacher to perform a self-evaluation of the teaching process.

(4) To develop a means of evaluating the benefits derived as a result of the training received.

(5) To provide valid data on which to base decisions pertinent to addition, deletion, or modification of vocational programs.

(6) To provide a concise system whereby only necessary data will be requested.

This project, Detailed and Selective Follow-Up of Students for Improvement of Programs/Program Components, dealt with a detailed follow-up to help identify specific kinds of improvement that are needed to affect program change in business and office education and marketing and distributive education.

Specifically, the Project Objectives Were to:

(1) Identify the current status of follow-up activities in business and office education and marketing and distributive education;

(2) Identify the impact of follow-up data on these identified programs;

(3) Identify program components for which detailed follow-up can provide information to assist in program improvement, such as;

a. Course content
b. Student skills needed for employability
c. Facilities and equipment effectiveness
d. Curriculum needs and changes
e. Instructional methodology
f. Pre-service teacher education needs

(4) Identify specific improvements in technical knowledge and work attitudes where employers indicate a need and/or where students indicate a need for improvement.

Limitations

The study was limited to Kentucky's Follow-up System and did not include the Placement Component.

A further limitation of the study was that only two program areas were studied--business and office education and marketing and distributive education.

The completion of Objective Four was limited by time factors--it may need to be an expanded component to be finished in a new fiscal year.

The population and sample size were small and the information sought tended to be qualitative rather than quantitative. Thus, the researchers chose to use a one-to-one interview technique to solicit information. Also, the qualitative nature of the responses made reporting difficult. Prior studies which supplied the most useful information were Lamar's A Study of the Kentucky Placement and Follow-Up System, the Kentucky Vocational Education Placement and Follow-Up System handbook, and the Final Report, Fiscal Year 1979, Placement and Follow-Up Development Project. The latter source was of particular interest as witness the following quote:

> ". . . This plan provides for a formalized method of using follow-up information for local level program evaluation, and subsequent improvement when warranted.
>
> The plan is quite simple, and consists of conducting an in-service for each local school staff. Each teacher is provided with a copy of the results of both the former student follow-up and the employer survey.

The teacher is instructed to study the reports and identify any problem reflected in the follow-up data. Next, the teacher is instructed to list the problem areas on one of the instruments, along with the plan for alleviating the situation. A copy of the program improvement is filed with the local administrator. On a given date in the future, a second form is completed. This form has space provided to list the plan for improving the problem, along with the results or effectiveness of the plan. It is suggested that both forms be retained by the teacher and the local administrator." (pp 15-16)

CHAPTER II

Methods and Procedures

This section of the report sets forth the methods and procedures of the research project. The topics covered are organization, sample selection, and terminology.

Organization

The project co-directors met on July 11, 1980, with Ms. Patsy Via, Coordinator, Division of Vocational Program Supporting Services, and Mr. Lou Perry, Coordinator, Research Coordinating Unit, who substituted for Mr. John Horton, Coordinator, Research Coordinating Unit, to discuss project directions and to obtain information about the Follow-Up System in Kentucky. As a result of this meeting, the decision was made to sample 10 percent of the business and office and marketing and distributive education programs listed in the 1979 Vocational Education Directory. Once the sample had been determined, regional directors were notified of the project at their September, 1980, meeting in Frankfort. Ms. Virginia Pratt distributed letters (see Appendix A) to each of the regional directors requesting their help and that of the regional contact person(s) who was in charge of follow-up. These persons were asked to notify the teachers whose programs had been selected to comprise the sample. Questionnaires were formulated and tested with two regional contact persons and two schools whose programs were not a part of the study. Separate questionnaires asking different information were used because field testing proved that the two groups did not have the same types of information/knowledge about the Follow-Up System. After being revised, questionnaires (see Appendices B and C) were used as a guide for interviewing regional contact persons and teachers in charge of gathering follow-up data at selected sites. The interview technique was chosen because the co-directors felt it

provided the best source of information where the sample was limited to a small segment of the population. With this technique, 100 percent response was expected.

Sample Selection

The co-directors divided the vocational education regions according to location. Murray State University was responsible for Regions 1-6 and 14. Northern Kentucky University was responsible for Regions 7, 9-13, and 15. All vocational business and office and marketing and distributive education programs listed in the 1979 Vocational Education Directory constituted the population from which a 10 percent sample of programs was randomly chosen (see Appendix D). Regional contact persons from all regions made up a 100 percent sampling of this small group. Separate instruments were used for interviewing each group.

Terminology

Completers: A student who finishes a planned sequence of courses, services, or activities designed to meet a vocational occupational objective and which purports to teach entry level job skills.

Employer Survey of Employee Performance: A questionnaire designed to produce job-related information from the employers of former vocational students to serve two basic functions: provide information for program assessment and information for reporting purposes.

Follow-Up: A systematic collection of pertinent data from or about individuals having had vocational education experiences.

Initial Follow-Up: The first step in follow-up procedures completed in January after the completer has left the program. The form solicits information about current educational and/or job status.

Leavers: Persons who leave the program voluntarily before its formal completion because they have acquired sufficient entry level job skills to work in a field and who have taken a job related to their field of training and all other leavers.

Placement: A service which assists vocational education students and former students in relating their personal qualities, education, and experience to career requirements assisting them in their search for employment and/or continuing education and cooperates with employers and educators in the successful induction of the individual into his next career position.

Program Improvement Follow-Up of Former Vocational Students: A questionnaire designed to provide information directly to the vocational teachers for use in the program improvement plan. This is completed at the end of two years for completers of programs in area vocational centers and state vocational technical schools and at the end of three years for completers in other vocational programs.

Regional Contact Person: The person (usually a vocational counselor or regional coordinator) designated within each vocational region to be responsible for collection and compilation of follow-up data.

Vocational Education Program Roster: An instrument for collecting data on vocational education enrollees.

CHAPTER III

Findings

The interview technique utilized in this project resulted in a 100 percent response from regional contact persons and from the selected sample programs. Findings are presented under the following headings: Regional Contact Persons, Business and Office Education Programs, and Marketing and Distributive Education Programs. A copy of the questionnaires used as interview guides may be found in Appendices B and C.

Regional Contact Persons

Vocational Education Program Roster. Vocational Education Program Rosters are completed by the teachers and submitted to the regional offices between October 1 and 15 (most regional offices prefer October 1). At the end of the program or end of the school year, the Vocational Education Program Rosters are updated and again returned to the regional office. In January of the following year, one copy of the Vocational Education Program Roster goes back to the teachers when they work with the Initial Follow-Up Questionnaires. The Vocational Education Program Roster is then returned to the regional office to be summarized and sent back to the State Department of Education.

Initial Follow-Up Questionnaire. The top portion (personal and program data) of the Initial Follow-up Questionnaire is completed during the student's enrollment process or prior to exiting the program. It is then filed at the school until approximately January following the student's exiting the program during the previous year. Information for the Initial Follow-Up Questionnaire survey is gathered in a number of different ways including personal knowledge of the student, information collected from other students, telephone contacts, and mailed questionnaires. However, the majority of the respondents believed that mailed

questionnaires were the least effective and least desirable for obtaining reliable data. Teachers, secretaries, and/or students complete the Follow-Up Section of the Vocational Education Program Roster from information on the questionnaire. In most regions, the Vocational Education Program Rosters are then mailed to the regional office by mid-February. One region reported that the teachers had sent information from the follow-up to the region in 1980 (follow-up of 78-79 completers), but indicated these records would no longer be sent to the regional office because of the cost factor.

Regional Roster Summary. The Regional Roster Summary is a form compiled by regional personnel by program area, from the completed Vocational Education Program Rosters, after the Initial Follow-up is completed.

Employer Survey of Employee Performance. The Employer Survey of Employee Performance is mailed by the regional office or by teachers. At least two of the regional contact persons felt that it was a definite advantage for them to mail out the Employer Surveys of Employee Performance; thus, they could eliminate duplications of letters where an employer hired more than one student from schools/programs within the region. The information needed to generate this survey is taken from the Initial Follow-Up Questionnaire which was compiled by the teachers. Only those former students who are employed in their vocational field, or a field directly related to their training, will be included in the returned Employer Survey of Employee Performance. Reported percentage of returns ranged from a low of 10-30 percent to a high of 85 percent with one region unable to answer the question. The percentages cannot be interpreted literally because some figures are based on questionnaires sent, and others are based on received returns as a percentage of enrollment. (For example if only 10 people can be traced and eight of them returned forms, then there is an 80 percent return rate. If 20 people completed the program and eight of the ten traced returned forms, the

percentage would be 40 percent.) Approximately 30 percent of the regional contact persons will send a reminder to employers who have not returned the completed survey. All regional contact persons indicated that Employer Survey of Employee Performance information is or will be made available to the teachers after compilation. From a month to a year (if ever, in some cases) is needed to compile the information from the Employer Survey of Employee Performance and distribute it to the teachers. Regional contact persons indicated that employers do identify specific weaknesses, but only those who feel very strongly tend to spell out the weakness or strength and recommend solutions to the problem. Most employers checked responses but, for the most part, did not comment on their feelings. Human relations and work attitudes were the most common type of comments.

Program Improvement Follow-up of Former Vocational Students. Regional contact persons indicated that teachers in their respective schools were responsible for gathering the Program Improvement Follow-Up of Former Vocational Students information. The direct-operated programs located in the area vocational education centers or state vocational-technical schools complete a two-year as well as a three-year follow-up study. Most programs surveyed indicated that they utilized the Program Improvement Follow-Up of Former Vocational Students, or the Initial Follow-Up Questionnaire to collect two-year student follow-up information. Two of the regions have developed their own forms to gather the two-year follow-up information for program improvement. These are designed to fit specific programs, and each form is different.

Regional contact persons indicated that follow-up information was used in program planning. Information to be used included enrollment statistics, numbers of completers, employer and student comments about equipment and training. However, the regional contact persons were generally skeptical about information related to job placement. They felt it would be more valid to justify programs on the basis of meeting the student's objective in taking the course rather than

placement on a job directly related to training. A typical example given, was the student who took welding and then went into agriculture where he/she used welding in making farm equipment repairs, but the occupation was "farming," thus considered unrelated.

Regional contact persons also expressed skepticism about the importance that teachers attached to the Follow-Up System. They felt that teachers view it as necessary paper work but of little value to themselves. One suggestion was that a possible reduction or simplification of the process might be helpful. However, most were explicit in their desire not to make major changes in the system until after all teachers become familiar with the present system and have an opportunity to realize its value to themselves and their programs.

When asked about the value of the various follow-up instruments, at least one said he/she felt the Initial Follow-Up Questionnaire form was most valuable as it was the most immediate form and completed by the largest majority of former students. However, for program improvement by teachers, the Program Improvement Follow-Up of Former Vocational Students form was deemed most valuable. The Employer Survey of Employee Performance would be the next most valuable instrument for supplying information to aid in program improvement.

Regional contact persons reported that changes were made in specific programs as a result of the Follow-Up System. Examples cited ranged from dropping program(s)/teacher(s) to adding teacher(s)/equipment and also resulted in changes made in the curriculum or in teaching methodology. However, no one reported making any major changes unless they were satisfied that the information was valid and was listed by more than one individual.

Some regions seem to be more successful in obtaining follow-up information from reimbursed programs than others. It appeared that some regions do not pursue this information beyond the Initial Follow-Up Questionnaire stage. Others appear to stress it equally for direct and reimbursed programs. One regional

contact person thought the reimbursed programs did not even have to complete the Employer Survey of Employee Performance and/or the Program Improvement Follow-Up of Former Vocational Students.

Two recommendations were made by regional personnel that are applicable for inclusion at this point:

(1) That reporting of information should be done in a uniform manner throughout the state, and

(2) That all follow-up information, at least in summary form, be computerized so that comparisons can be made on a statewide basis.

Marketing and Distributive Education Teachers

Of the twelve programs surveyed, eleven were reimbursed and one was a direct operated program.

Course Content: When asked if the Follow-Up System provided information which would help the teacher improve course content, five said "yes" and identified the Initial Follow-up Questionnaire, the Employer Survey of Employee Performance, and the Program Improvement Follow-Up of Former Vocational Students as being the forms supplying the most useful information. Two did not think any significant information was gleaned because of so little response from students (several teachers said that they never see the Employer Survey of Employee Performance). Some felt that general input was received, but little specific information dealing directly with course content; for the most part teachers preferred the direct contact made with cooperative employers and visits or letters from former students.

Student Skills Needed for Employability: Again, the Employer Survey of Employee Performance and the Program Improvement Follow-Up of Former Vocational Students were identified as being the forms which provide the most useful information pertaining to student skills needed for employability. At least

three respondents felt that they gain as much or more information affecting student skills from interviews with employers and from talking to former students.

Facilities and Equipment Effectiveness: The same two instruments as above, plus the Initial Follow-up Questionnaire, were identified as providing some information pertaining to facilities and equipment effectiveness. However, the respondents were lukewarm, at best, in their response to this question. They said "some" or "a little" with five responding "no."

Curriculum Needs and Changes: Only three teachers had a positive response toward the Follow-Up System's influence on curriculum needs and changes. They indicated information on curriculum came from the Initial Follow-Up Questionnaire, the Employer Survey of Employee Performance, and the Program Improvement Follow-up of Former Vocational Students.

Instructional Methodology and Pre-Service Teacher Education Needs: Questions about the value of the Follow-Up System to instructional methodology and pre-service teacher education needs received negative answers. Four of eleven respondents could see possible connections to the Employer Survey of Employee Performance, but only in a very general way. One respondent also indicated that the Initial Follow-Up Questionnaire and the Program Improvement Follow-Up of Former Vocational Students contributed valid input for instructional methodology.

To the question "Do you use follow-up in program planning?" most of the respondents said "yes," but were rarely able to give concrete examples of how they used it. The regional contact persons had interpreted this question to mean justification of programs when requesting vocational funds; teachers were unsure of whether it was used for program justification or whether it was meant for curriculum planning.

Four teachers reported they keep follow-up information indefinitely; two keep it for one year; and two reported that the information was retained in the

Regional Vocational Education Office; while other respondents either did not answer the question or kept the information a very short time.

None of the teachers added questions to the Program Improvement of Former Vocational Students survey, although approximately 50 percent of them thought it might be a good idea for the future. In one region, special forms have been devised by program areas, and the information which is considered pertinent to that area has been included in the special form.

When asked if employers identified specific weaknesses in technical knowledge or work habits, two said "no," one said he/she never saw the forms, two said "no" but that cooperative employers identified such weaknesses to the teacher personally, and the remainder answered "yes." Typical weaknesses reported were (1) making change (monetarily), (2) math skills, (3) making independent decisions, (4) dress, (5) tardiness, (6) reading and writing levels, (7) oral communication, (8) meeting the public, and (9) human relations.

It became obvious to the researchers during the interviews that some of the teachers possessed little knowledge about the Follow-Up System and had no real interest in learning. A possible explanation for this is that most of the Marketing and Distributive Education respondents were from reimbursed programs and it seems that regional staff are reluctant to press these teachers to respond. Another very strong factor appeared to be the strength or weakness of the regional contact person. Where he/she is a forceful individual and works well with the teachers in the region, the Follow-Up System appears to be much more effective. If the regional contact person does not offer help and encouragement and possess a positive working relationship, the teachers are seldom willing to make the effort to effectively utilize or even understand the system.

Business and Office Education

Twenty business and office education teachers (departments) were surveyed to determine the usefulness of the Follow-Up System to their particular programs.

Of these programs six were direct operated and fourteen were reimbursed programs.

Course Content: When asked if the Follow-Up System provided information to help them improve course content, ten replied "yes," eight "no," and one "indefinite." The forms identified as supplying information most helpful in course content were the Employer's Survey of Employee Performance and the Program Improvement Follow-Up of Former Vocational Students. At least one teacher felt that most information for improvement of course content came from their craft/advisory committee.

Student Skills Needed for Employability: Respondents indicated information about student skills needed for employability was supplied through the Employer's Survey of Employee Performance and Program Improvement Follow-Up of Former Vocational Students.

Facilities and Equipment Effectiveness: Responses concerning whether the Follow-Up System provides information to evaluate facilities and equipment effectiveness included eight affirmatives, eight negatives, and three undecideds. The forms indicated as being particularly relevant were the Employer Survey of Employee Performance and the Program Improvement Follow-Up of Former Vocational Students. Again, several teachers indicated that information was received through direct contact with employers when working with co-operative students, through their advisory committees, and conversations held with former students.

Curriculum Needs and Changes: Of the business and office education teachers surveyed, 50 percent indicated that the Follow-Up System provided information leading to curriculum needs and changes. The Employer Survey of Employee Performance and the Program Improvement Follow-Up of Former Vocational Students were credited with supplying the most helpful information.

Instructional Methodology: The Follow-Up System's input to instructional methodology appears to be minimal. Only three teachers responded affirmatively of its usefulness in this area. One of the three identified the Vocational Education Program Roster as a source of information and another identified the Program Improvement Follow-Up of Former Vocational Students as being helpful.

Pre-Service Teacher Education Needs: When queried about pre-service teacher education needs, only 30 percent gave an affirmative reply. The Regional Roster Summary, the Program Improvement Follow-Up, and the Employer Survey of Employee Performance were identified as potential sources of relevant information. Several respondents interpreted the question to mean in-servicing of teachers to use the Follow-Up System information. Therefore, response to this question must be evaluated in this respect.

Other: Other uses of the Follow-Up System to gain program improvement information included suggestions for learning more about equipment currently in use, supplying information about opportunities for further training, and improving the overall curriculum. One point made clear was that teachers felt the Follow-Up System tended to evaluate students instead of improving the department as it had been designed to do.

Follow-up information was used in program planning by 65 percent of the business and office education teachers in the sample. When asked for specific examples, respondents listed: (1) increased effort in talking with employers, (2) justification of program budget, (3) course content, (4) standards of program courses, (5) recruitment of students, (6) SACS evaluation, (7) to change attitudes and work habits within the present curriculum framework, (8) instructional materials, (9) program planning, and (10) program changes.

Follow-up records are retained at the school indefinitely by most teachers.

The business and office education teachers are very like the marketing and distributive education teachers in that they do not use the opportunity to add

questions to the Program Improvement Follow-Up of Former Vocational Students survey. Some of the teachers commented that they probably should take advantage of the opportunity, but the researchers feel that this comment was in response to what the teacher perceived as an implied criticism rather than any real desire to obtain more information from the completers of their programs.

Weaknesses in technical knowldege and work attitudes were identified by employers for 60 percent of the programs surveyed. Again, as with the marketing and distributive education teachers, the business and office education teachers feel that employers do not usually identify weaknesses but prefer to give compliments if they do more than place checks in that part of the survey. Weaknesses identified included: (1) filing, (2) accuracy and speed in both typewriting and shorthand, (3) attitudes, (4) telephone, (5) communication, especially oral, (6) accepting responsibility, (7) tardiness, and (8) appearance.

Only one region said that teachers should mail the Employer Survey of Employee Performance and have it returned to them (the teachers); the other regions were about equally divided on whether to send the teachers a summary of the data or copies of the completed surveys. Some regions reported a time lag of nearly a year in returning the information so that the teachers would be a year behind in the data they would use in planning.

When given an opportunity to supply any general input they would like, the teachers were concerned about the time necessary for gathering the follow-up data. Some complained that it involved a great deal of night work. Others would like to see it condensed into smaller/shorter forms; some complained about the cost. Most were in agreement that even if the system contained some flaws, it would be better to retain it for a time than to change the system constantly. They felt that it would be better to maintain continuity and let the teachers become familiar with the system. Also, some of the teachers wanted to use the forms

while their students were still in the program so that the completers would know what to expect on the Initial Follow-Up Questionnaire and the Two- and Three-Year Follow-Up Questionnaires. If the students could see the forms and be convinced of the worth of the system, the rate of return should be greater.

Current Status of Follow-Up Activities in Business and Office and Marketing and Distributive Education

Research has shown that the Follow-Up System is operating to some degree in all regions of the state in the business and office and marketing and distributive education programs. The findings indicate, however, that the direct operated programs are frequently more involved with the Follow-Up System than the reimbursed programs. This appears to be directly attributable to the efficiency and attitude of the regional contact person who is in charge of gathering follow-up data. All too often follow-up is perceived only as a means of gathering figures to meet state or federal requirements and not as a means of supplying information which would be of personal value to the teacher and his/her program.

CHAPTER IV

Conclusions and Recommendations

After studying prior reports on Kentucky's Follow-Up System, particularly Lamar's A Study of the Kentucky Placement and Follow-Up System and the Final Report, Fiscal Year 1979, Placement and Follow-Up Development Project from Vocational Region IV, the Follow-Up System currently used in Kentucky, and interviewing teachers, regional contact persons responsible for follow-up information, the State Directors of Marketing and Distributive Education and Business and Office Education, and state follow-up staff, the researchers present the following conclusions and recommendations:

Conclusions

The first conclusion, which is very obvious, is that regions do not handle the gathering of follow-up data in a standardized manner. Probably the only thing about the system common to all regions is the time table, which is specified by the Kentucky Department of Education.

A second conclusion is that there is a distinct difference between direct operated programs (area vocational education centers and state vocational technical schools) and reimbursed programs (local school districts) with reference to the Follow-Up System activities. Direct operated programs, for the most part, are more knowledgeable about the Follow-Up System and take it much more seriously. This can generally be attributed to the regional contact person responsible for gathering the information. When this person works closely with the teachers he/she is responsible for, direct and reimbursed programs are equally responsive to data collection; however, a definite trend was observed that regional contact persons, generally, do not exhibit the same attention to and follow through with reimbursed programs as with direct operated programs. Therefore reimbursed teachers tended to know less about the system and placed less value

and significance in the process or product. One regional contact person even thought the reimbursed programs did not even have to complete the Employer Survey of Employee Performance and the Program Improvement Follow-Up of Former Vocational Students.

Cost is still a major factor in good data collection. Few of the regions send out a reminder when forms are not returned. In addition, they were concerned about the personnel cost at the regional and school levels--usually a secretary at the regional office handles two or more jobs, with follow-up added. At the local school level, the system is completed by using cooperative supervision time, typewriting classes, and/or after school and night hours for teachers.

The portions of the Follow-Up System which supply the most data which can be used for program improvement are the (1) Program Improvement Follow-Up of Former Vocational Students, (2) Employer Survey of Employee Performance and the (3) Initial Follow-Up Questionnaire.

There is still a perceived "attitude" problem toward the Follow-Up System. Basically, this negative attitude is that the Follow-Up System is just another example of government requiring "busy" work and not doing anything with the information after it is received. This persists in spite of the assurances of the regional offices and of specific schools who cite examples of the use of the follow-up information to affect change, strengthen, or possibly drop a program. The attitudinal problem is particularly prevalent at the state level where the information appears to have only a quantitative connotation rather that a qualitative one.

Teachers identified the Employer Survey of Employee Performance and the Program Improvement Follow-Up of Former Vocational Students survey as those documents supplying the most information helpful to them when determining course content, student skills needed for employability, facilities and equipment

effectiveness, curriculum needs and changes, and, to a lesser degree, instructional methodology. However, a significant number of teachers felt they got as much or better information from their cooperative employers and from their advisory (craft) committees. They felt that this is more reliable as it is first hand information and not gained second- or third-hand through mailed questionnaires. Thus, they accept it as more authoritative and regard it as more immediate feedback.

Only when follow-up was a regional effort and led by the regional contact person(s) was an effort made to personalize the Program Improvement Follow-Up of Former Vocational Students form by tailoring it to a particular program. Teachers made little effort on their own to seek any other input about their programs by formulating questions to be added in Part II of this form. Some teachers did personalize their forms by adding a personal note to the completers. This was perceived as increasing the rate of return for the forms, but no measurable percentage increase can be determined. Rates of return varied from program to program and also with the geographic areas of the state. Anything which can be done to increase the rate of returns should be done!

Where employers did indicate weaknesses, the weaknesses tended to be in areas such as spelling, penmanship, and grammar; work attitudes; or lack of training in data processing or other specific areas. Where grammatical skills are involved, teachers can improve this in class content and presentation; work attitudes can also be approached in the classroom; while specific skills such as data processing may need equipment and be more difficult to solve if budgets remain tight.

Although the Final Report, Fiscal Year 1979, Placement and Follow-Up Development Project has established the mechanics for in-servicing local school staffs to use the follow-up results to improve their programs, little, if any,

indication that this was being done appeared in any of the interviews. The emphasis appeared to be on using the information gained for program planning/funding justification rather that individual program improvement of components such as curriculum, equipment, course content, and student skills.

Regional contact persons also agreed that helpful information for program planning and program improvement is supplied through the Employer Survey of Employee Performance, and to some extent through the Vocational Education Program Roster as amended by the Initial Follow-Up Questionnnaire. Many of the regional contact persons do not see the results of the Program Improvement Follow-Up of Former Vocational Students survey, but most say they encourage their teachers to use that information when completing program plans for the following year.

Recommendations

It is recommended that all regions be encouraged to use the same procedures in collecting and disseminating follow-up data. Perhaps a workshop where the more successful regions share their techniques with all others and a planning session to standardize the process should be initiated at the state level.

It is recommended that both direct operated and reimbursed programs meet the same standards (requirements) for follow-up. Where a conscientious regional contact person is at work, there appears to be no trouble in obtaining the same data from both kinds of programs. Clarification of expectations/regulations from the state level again appears to be a primary motivating factor.

It is recommended that the state aid the regions in bearing costs by allocating each region an amount of money for follow-up costs based on the percentage of returns from follow-up information. This could prove to be an incentive to cause them to be more attentive to the Follow-Up System.

It is recommended that all vocational teachers receive some in-service on the importance of the Follow-Up System and how they can use it in their own programs (personal motivation). An ideal time and place for this would be at the summer vocational education conference(s). This should help to eliminate some of the negativism toward the paperwork involved as well as support its actual use by the teachers to improve their individual programs. This recommendation is an on-going one and should be stressed periodically. The success of this recommendation depends upon the teacher perceiving some personal benefit from the Follow-Up System. A regional workshop to reinforce the attitude/belief that follow-up carries personal benefits is appropriate with the recommendations made in the Final Report, Fiscal Year 1979, Placement and Follow-Up Development Project.

As a part of or related to the preceding recommendation, it is recommended that all Employer Surveys of Employee Performance be duplicated and given to the teacher whose program was surveyed; or after summarizing the returns at the regional level, all originals be given to the respective teachers. This will allow the teachers to have firsthand knowledge of employer concerns and to rate his/her program effectiveness as represented by the students employed. Conversely, all Program Improvement Follow-Up of Former Vocational Student surveys should be summarized or copied and given to the regional contact person so he/she might be able to better judge program effectiveness. This can be particularly useful in justifying equipment, program changes, and increase/decrease in the program(s). Cooperative employers and advisory committees should be provided input for the same purposes.

It is recommended that regional contact persons work with their teachers to encourage the use of the Part II section of the Program Improvement Follow-Up of Former Vocational Students Survey (additional questions) to gain further information of use by the teachers concerning their programs. It is unlikely that

teachers will make the effort to add anything which they perceive as extra work/burden unless they can see a personal value in it.

The researchers echo the recommendations of the teachers and the regional contact persons that no major changes in the Follow-Up System be made in the immediate future. Let the system have a chance to work and all the personnel working with it have a chance to become thoroughly acquainted with it. If any changes are made, let them be in the form of simplification. The suggestion by some respondents that students be given the opportunity to see the forms and become acquainted with them before completing the program is recommended by the researchers. If the student perceives the importance of the information to the program, he/she will be more likely to complete and return the form when it is received after two or three years.

The recommendation by respondents that the follow-up data be summarized by regions and stored in computer form is also recommended by the researchers. In this way, regions can compare program data and can share effective tools and remedies for poor performance.

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APPENDIX A

Regional Director Letter

Murray State University

College of Business and Public Affairs
Department of Office Administration
and Business Education
Murray, Kentucky 42071 (502) 762-4185

September 10, 1980

Mr. B. M. Hatley
P. O. Box 608
645 West Center Street
Madisonville KY

Dear Mr. Hatley:

Murray State University and Northern Kentucky University are cooperating to complete a state-funded study of the placement and follow-up system in Kentucky as it relates to vocational business and distributive education programs.

The study will involve the follow-up personnel in the Bureau of Vocational Education; follow-up personnel or contact persons in each regional office; and a ten percent sample, randomly selected, of vocational programs in business and office and distributive education. The following schools were randomly selected:

Distributive Education	
Heath	Lloyd
Christian County	Newport
Shawnee	Augusta
Bardstown	Estill
Campbellsville	Henry Clay
Meade County	Madison Central

Business and Office	
Barren County Vocational	Rowan County
Union County	MacGoffin
West Hopkins	Floyd County
Moore	Fleming County
Livingston	Paris
Bowling Green Manpower Center	Martin County AVEC
Nelson County	Morgan County
Marion County	Rockcastle County
Russellville	Central Kentucky
Spencer	Holmes

We ask your cooperation at the regional level and help in notifying the above listed schools that we will be visiting them to discuss with them their collection of follow-up data and uses of follow-up records.

Sincerely,

Alberta Chapman, MSU

Gary Scott, NKU

ld

APPENDIX B

Regional Contact Person Questionnaire

FOLLOW-UP STUDY

Regional Contact Person Questionnaire

1. Who gathers follow-up information and give time limitations for:

INSTRUMENT	COLLECTED BY	TIME
a. Vocational Education Program Roster	_____	_____
b. Initial Follow-up Questionnaire (students)	_____	_____
c. Regional Roster Summary	_____	_____
d. Employer Survey of Employee Performance	_____	_____
e. Program Improvement Follow-up of Former Vocational Students	_____	_____

2. Which person(s) are responsible for compiling follow-up information?

3. How is follow-up information used at the regional level? Is any of the information used to make programs stronger? How?

4. What percentage of students are reported to the regional office in the Initial Follow-up Questionnaire (students)? _____

5. What percentage of students are represented by returned Employer Surveys of Employee Performance? _____

6. How long before the employer surveys are compiled and information is returned to teachers?

7. What percentage of students are reported to the regional office in the Program Improvement Follow-up of Former Vocational Students? _____

8. Do employers identify specific weaknesses in technical knowledge and work attitude of vocational graduates? (Yes___; No___) If "yes," have any recommendations been made to teachers to remedy any problem(s)? Please include a sample recommendation(s) which has been made to you.

APPENDIX C

Teacher Survey

FOLLOW-UP STUDY

Teacher Survey

Direct operated program _____
Reimbursed program _____

1. Does the Follow-up System provide information to help you as a teacher improve:

	Supplied by which form(s)?*
____Course Content	_____
____Student Skills needed for Employability	_____
____Facilities and Equipment Effectiveness	_____
____Curriculum Needs and Changes	_____
____Instructional Methodology	_____
____Pre-service Teacher Education Needs	_____
____Other	_____

---

*--Forms used in the Follow-up System. (Indicate form(s) by number in Question 1.)

1. Vocational Education Program Roster
2. Initial Follow-up Questionnaire (students)
3. Regional Roster Summary
4. Employer Survey of Employee Performance
5. Program Improvement Follow-up of Former Vocational Students

---

FOR ALL UNCHECKED RESPONSES IN QUESTION 1:

Which form(s) could best supply the information and what modifications would be necessary in each area?

IF OTHER IS CHECKED IN QUESTION 1:

What is the "other" information supplied and how is it used?

PLEASE COMPLETE REVERSE SIDE

2. Do you use follow-up information in program planning? Yes___ No___
If yes, how?

3. How long do you keep the forms at the school?

4. Do you add any questions in Part II of the Program Improvement of Former Vocational Students? (Yes___; No___). If yes, please list.

5. Do employers identify weaknesses in technical knowledge and work attitudes of vocational graduates? (Yes___; No___). If "yes," have any recommendations been made to you to remedy any problem(s)? Please indicate sample recommendation(s)which have been made to you.

APPENDIX D

Sample Population

Marketing & Distributive Education
Business & Office Education

SAMPLE POPULATION

Marketing & Distributive Education

Schools	Region
Heath High School	I
Chrisitan County High School	II
Bardstown High School	V
Meade County Area Vocational Education Center	V
Shawnee High School	VI
Lloyd High School	VII
Newport High School	VII
Augusta High School	IX
Campbellsville High School	XIV
Estill County High School	XV
Henry Clay High School	XV
Madison Central High School	XV

SAMPLE POPULATION

Business & Office Education

Schools	Region
Livingston County High School	II
Union High School	II
West Hopkins High School	II
Barren County Area Vocational Education Center	IV
Bowling Green Manpower Center	IV
Russellville High School	IV
Marion County High School	V
Nelson County High School	V
Moore High School	VI
Spencer County High School	VI
Holmes High School	VII
Fleming County High School	IX
Morgan County High School	IX
Rowan County Area Vocational Education Center	IX
Floyd County Area Vocational Education Center	XI
Magoffin County Vocational Education Department	XI
Martin County Area Vocational Education Center	XI
Rockastle County Area Vocational Education Center	XIII
Central Kentucky State Vocational Technical School	XV
Paris High School	XV

APPENDIX E

Follow-Up System Questionnaires

Initial Follow-Up
Employer Survey of Employee Performance
Program Improvement Follow-Up of Former Vocational Students

INITIAL FOLLOW-UP

FORMER STUDENT FOLLOW-UP QUESTIONNAIRE

(COMPLETE THIS SECTION PRIOR TO EXIT DATE)

NAME _____ PHONE _____

SOMEONE WHO WILL ALWAYS KNOW YOUR ADDRESS _____

ADDRESS _____

(Street or R.R.) (City) (State) (Zip) (Phone)

VOCATIONAL PROGRAM _____ SCHOOL _____

(COMPLETE THIS SECTION IN JANUARY OF THE APPROPRIATE YEAR)

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

I. What is your current educational status?

___ Currently attending school

___ Not currently attending school

II. What is your current employment status?

___ Employed (Includes all employment, even if below your qualifications; does not include full-time military service)

___ Employed (Full-time military service)

___ Unemployed (Not employed, but actively seeking employment)

III. If not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason) Why?

___ Continuing education, date enrolled

___ Medical reasons

___ Employment not available in my locality

___ Personal reasons

___ Took the course for personal reasons

___ Other, explain

IV. Have you ever been employed in a job:

___ For which you received vocational training

___ Somewhat related to your vocational training

___ Not related to your vocational training

NOTE: If you are currently employed, or in full-time military service, please answer the remaining questions. Otherwise, skip the remaining items.

V. Please provide the following information on your present job:

A. Name of Company or Firm (If self-employed, please write self): _____

Company or Firm Mailing Address: _____

(City) (State) (Zip)

Your Immediate Supervisor: _____

(Last Name) (First Name) (M.I.)

Present Job Information: _____ _____

(Job Title) (Job Duties)

B. Is this job related to your field of vocational training?

___ Yes, it is directly or closely related.

___ No, it is only remotely related or is not related at all.

C. What is your current salary? $_____ per _____ (Do not add in overtime)

D. The salary in the preceding item is based on how many hours per week employment? _____ hrs. per wk

STUDENT'S SIGNATURE _____ DATE _____

FOR TEACHER USE ONLY

How above information was obtained:

___ Personal ___ Telephone ___ Mail ___ Other, please specify _____

___ From another person: _____

(Name) (Address) (Phone)

TEACHER'S SIGNATURE _____ DATE _____

Thank you very much for your cooperation. Please fold and return.

SCHOOL YEAR: _____ (_ _) (_ _ _ _ _ _)

SCHOOL NAME: _____ N.E. CODE O.E. CODE

EMPLOYER SURVEY OF EMPLOYEE PERFORMANCE

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal government.

I. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

A. Technical Knowledge	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job.....	____	____
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	____	____
3. The degree to which the employee possesses basic reading, verbal and computational skill	____	____

	VERY GOOD	GOOD	NEUTRAL	POOR	VERY POOR
Overall rating of technical knowledge	____	____	____	____	____

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	____	____
2. Punctuality	____	____
3. Ability to work without supervision	____	____
4. Willingness to learn and improve	____	____
5. Cooperation with co-workers	____	____
6. Compliance with management policies, rules, and practices	____	____
7. Work Attendance	____	____

	VERY GOOD	GOOD	NEUTRAL	POOR	VERY POOR
Overall rating of work attitude	____	____	____	____	____
C. Overall rating of work quality	____	____	____	____	____
D. Overall rating of work quantity	____	____	____	____	____

II. OVERALL RATING

What is your overall rating of the vocational training received by this individual as it related to the requirements of his or her job? ..... ____ ____ ____ ____ ____

III. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared ____
3. Both are about the same ____
4. Individual is less prepared ____

PLEASE MAKE ANY COMMENTS ON THE BACK OF THIS FORM

PLEASE FOLD AND RETURN TO ADDRESS STAMPED ON BACK OF THIS FORM. (IF LARGE NUMBER OF FORMS ARE TO BE MAILED, PLEASE MAIL ALL UNDER SAME COVER.)

_____

EMPLOYER NAME

_____

EMPLOYER ADDRESS

PROGRAM IMPROVEMENT FOLLOW-UP OF FORMER VOCATIONAL STUDENTS

Name: _____
Last First Middle Maiden Name

Date: _____ _____
Month Day Year Social Security No.

Please give your current address: _____ _____
Street or Rural Route City

_____
State Zip Code

School: _____ Vocational Program: _____

Part I: Employment Status

1. Are you working?
   - ___ full-time
   - ___ part-time
   - ___ unemployed
   - ___ continuing education
   - ___ military service
   - ___ self-employed

2. If employed, give name and address of your employer. (If not employed go to No. 10).
   _____
   _____
   _____

3. What type of work do you do?
   _____
   _____
   _____

4. What are your most important duties?
   _____
   _____
   _____

5. How did you get your job?
   - ___ teacher
   - ___ counselor
   - ___ state employment service
   - ___ newspaper advertisement
   - ___ friend or relative
   - ___ found own job
   - ___ other

6. What is your salary?
   $_____ per hour

7. How many hours do you work per week?
   _____

8. How well did your vocational training prepare you for your present job?
   - ___ excellent ___ fair
   - ___ good ___ poor

   Suggestions for improvement
   _____
   _____
   _____

9. How well did your vocational training prepare you to secure and to hold your job?
   - ___ excellent ___ fair
   - ___ good ___ poor

   Suggestions for improvement
   _____
   _____
   _____

10. If you are unemployed, have you worked since leaving school?
    ___ yes ___ no

11. If yes, what type of work did you do?
    _____
    _____

12. If you are not working, would you like for us to help you locate a job?
    ___ yes ___ no

13. Give the name and address of your former employer.
    _____
    _____
    _____

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14. If you are enrolled in school, give the name of your school and your area of study.

_____
_____
_____

15. If you are not working in the area of your vocational training, would you explain why?

_____
_____
_____

16. How do you rate your vocational program?

____ excellent ____ fair
____ good ____ poor

Suggestions for improvement

_____
_____
_____

17. How many months of the past three years have you been employed in a job related to your vocational training?_____

Part II: The following space has been provided for vocational teachers to add additional questions, if desired.

1. _____

_____

2. _____

_____

3. _____

_____

Part III: The following space has been provided for your frank comments about your school and your program. The information will be used as guidelines for program improvement only and your comments will be considered STRICTLY CONFIDENTIAL. The space may also be used to explain some of the answers given above.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU

INITIAL FOLLOW-UP
FORMER STUDENT FOLLOW-UP QUESTIONNAIRE

(COMPLETE THIS SECTION PRIOR TO EXIT DATE)

NAME _____ PHONE _____

SOMEONE WHO WILL ALWAYS KNOW YOUR ADDRESS _____

ADDRESS _____
(Street or R.R.) (City) (State) (Zip) (Phone)

VOCATIONAL PROGRAM _____ SCHOOL _____

(COMPLETE THIS SECTION IN JANUARY OF THE APPROPRIATE YEAR)

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

I. What is your current educational status?
- ___ Currently attending school
- ___ Not currently attending school

II. What is your current employment status?
- ___ Employed (Includes all employment, even if below your qualifications; does not include full-time military service)
- ___ Employed (Full-time military service)
- ___ Unemployed (Not employed, but actively seeking employment)

III. If not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason) Why?
- ___ Continuing education, date enrolled
- ___ Medical reasons
- ___ Employment not available in my locality
- ___ Personal reasons
- ___ Took the course for personal reasons
- ___ Other, explain

IV. Have you ever been employed in a job:
- ___ For which you received vocational training
- ___ Somewhat related to your vocational training
- ___ Not related to your vocational training

NOTE: If you are currently employed, or in full-time military service, please answer the remaining questions. Otherwise, skip the remaining items.

V. Please provide the following information on your present job:

A. Name of Company or Firm (If self-employed, please write self): _____

Company or Firm Mailing Address: _____
(City) (State) (Zip)

Your Immediate Supervisor: _____
(Last Name) (First Name) (M.I.)

Present Job Information: _____ _____
(Job Title) (Job Duties)

B. Is this job related to your field of vocational training?
- ___ Yes, it is directly or closely related.
- ___ No, it is only remotely related or is not related at all.

C. What is your current salary? $_____ per _____ (Do not add in overtime)

D. The salary in the preceding item is based on how many hours per week employment? _____ hrs. per wk

STUDENT'S SIGNATURE _____ DATE _____

FOR TEACHER USE ONLY

How above information was obtained:

___ Personal ___ Telephone ___ Mail ___ Other, please specify _____

___ From another person: _____
(Name) (Address) (Phone)

TEACHER'S SIGNATURE _____ DATE _____

Thank you very much for your cooperation. Please fold and return.

SCHOOL YEAR: _____ (_ _) (_ _ _ _ _ _)

SCHOOL NAME: _____ R.E. CODE O.E. CODE

EMPLOYER SURVEY OF EMPLOYEE PERFORMANCE

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal government.

I. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

A. Technical Knowledge	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job.....	___	___
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	___	___
3. The degree to which the employee possesses basic reading, verbal and computational skill	___	___

	VERY GOOD	GOOD	NEUTRAL	POOR	VERY POOR
Overall rating of technical knowledge	___	___	___	___	___

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	___	___
2. Punctuality	___	___
3. Ability to work without supervision	___	___
4. Willingness to learn and improve	___	___
5. Cooperation with co-workers	___	___
6. Compliance with management policies, rules, and practices	___	___
7. Work Attendance	___	___

	VERY GOOD	GOOD	NEUTRAL	POOR	VERY POOR
Overall rating of work attitude	___	___	___	___	___
C. Overall rating of work quality	___	___	___	___	___
D. Overall rating of work quantity	___	___	___	___	___

II. OVERALL RATING

What is your overall rating of the vocational training received by this individual as it related to the requirements of his or her job? ..... ___ ___ ___ ___ ___

III. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ___
2. Individual is better prepared ___
3. Both are about the same ___
4. Individual is less prepared ___

PLEASE MAKE ANY COMMENTS ON THE BACK OF THIS FORM

PLEASE FOLD AND RETURN TO ADDRESS STAMPED ON BACK OF THIS FORM. (IF LARGE NUMBER OF FORMS ARE TO BE MAILED, PLEASE MAIL ALL UNDER SAME COVER.)

_____

EMPLOYER NAME

_____

EMPLOYER ADDRESS